

CAREER DEVELOPMENT ACTIVITY #11



Title: Moving Beyond Stereotypes: Nontraditional Occupations

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0103: Recognize the effects of changing gender roles on occupations.

Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205: Apply economic concepts to personal and workplace experiences.

Objective .0207: Develop an awareness of the basic skills related to family and consumer sciences. (self, family, nutrition and food, clothing and textiles, and child development)

Standard 8001.03: The student will utilize occupational information in the career planning process.


Objective .0302 Locate and use occupational information.

Objective .0303 Develop basic employment and job skills.

Objective .0304 Engage in the career planning process

Time: 45-50 minutes

Materials:

- % “Guess Who’s Working” poster set*
- % Student Record Books 
 - “Guess Who’s Working” RB 35 (Teacher Key CD 11.7)
 - “Arithmetic Test” RB 36 (Teacher Copy CD 11.8)
- % “Arithmetic Test” answer key and processing questions (CD 11.9)
- % Props for Billy’s Discovery (chef’s hat, apron, mixing bowl, wooden spoon)
- % Stereotype and Nontraditional Occupation overhead (CD 11.10)
- % Rejection, Tolerance, Acceptance, Respect overhead (CD 11.11)


Rationale: This activity should help students realize that stereotyping is still a common practice in our society. It causes significant problems in the career development process. Gender stereotyping discourages young men and women from entering nontraditional occupations for which they may be well- suited. Stereotyping inhibits the

career exploration and planning process because it limits the options that people see for themselves.

Note: Counselors who wish to teach some of these concepts may choose to show a video on gender stereotypes.

The Real Game Option: *The Real Game* activity entitled Fair Play, which starts on page 83 of the facilitator's guide, covers the objectives of this lesson.


What? In what activity will the student participate?

- (1) **[10 minutes]** Have students do the Guess Who's Working activity. This requires that students identify the occupations of ten people by looking at photos of those people. As students enter the classroom, have the Guess Who's Working posters sitting in the chalk tray. Give students a two-minute time limit to record their guesses on the answer sheets provided in the **Student Record Book** , RB 35, (Teacher Key 11.7). As you turn the posters over to show the correct occupation for each individual, introduce the concept of stereotyping. Help the students begin to identify some of the stereotypes they have developed. Help students realize that stereotyping is still common.
- (2) **[5-7 minutes]** Explain that you are going to do an activity to see how well the students can overcome some of their stereotypes. Locate the "Arithmetic Test," RB 36, (Teacher Copy, CD 11.8, Answer Key 11.9) and read the directions. Tell students to complete as many of the problems as they can in three minutes, without making more than three mistakes. As the students are working through this activity, observe their strategies for completing the assignment and any frustrations that they are experiencing. When the time has elapsed, lead a discussion about stereotypes how this activity relates to stereotypes. Possible questions could include: What made this activity difficult? What strategies did you use to solve the problems as quickly as possible? (Emphasize the fact that following the traditional way of doing math problems, one after another from top to bottom, is probably not the fastest way to handle this assignment). Why is it so difficult to overcome stereotypes? How can the things you learned from this activity relate to education and occupation exploration and planning? (See also the processing questions on Answer Key CD 11.8.)
- (3) **[5 minutes]** The following stories drive home how limiting stereotypes and preconceived ideas can be. **If time allows**, you can present and discuss one or more of the following examples which are included in the MECCA trainers guide, Module 1. (Use overheads CD 11.12 through 11.14 to illustrate each example.)

The Czar's Sentry (CD 11.12) The story is told that in Russia many years ago, a certain Czar (king) came upon a sentry standing at attention in a secluded spot in the palace gardens. "Sentry, what are you guarding?" Inquired the Czar. "I don't know, sire," the guard replied. "I was ordered to my post by the Captain of the Guard." Calling the Captain of the Guard to him, the Czar questioned him concerning the sentry's post. The Captain likewise could only reply that "regulations called for a sentry at that particular spot." Further inquiry revealed that no one at the court could tell why the sentry was there, or what he guarded. Determined to find the reason for such an unusual post, the Czar ordered the archives to be opened and searched. Finally, it was learned that many years before, Catherine the Great had planted a rosebush there and ordered a sentry to guard it so no one would trample it. The rosebush had been dead more than a hundred years, but the sentries still kept watch not knowing why.

The Elephant and the Stake (CD 11.13) When an elephant is small and tied with a rope to a stake, it learns just how far it can move. When it grows up, the elephant handler can continue to use a small stake and rope to hold the elephant because it has learned that if it is tied to a stake, it has to stay put. Sometimes our mindsets can become similarly paralyzing. Or our successful past may block our vision of the future. If we are *fearful* or *unaware*, we may find ourselves tied to a small stake of mindsets that does not look objectively at our opportunities.

The Swiss Watch Market (CD 11.14) In the 1960's the Swiss watch industry was the best in the world. Over a long period of time they had developed the best watch-making technology in the world. Skilled craftsman built watches powered by spring windup mechanisms. A series of tiny gears insured that each hand on the watch moved at precisely the right speed. A well-made Swiss watch could keep time accurately within a minute or two each year. Cheaper versions sometimes lost or gained several minutes each day. The majority of all watches in the world were made by the Swiss. The only problem with these watches was their expense. Many people couldn't afford to purchase an accurate watch. One day a team of Swiss watch designers proposed to their company that they begin to make a new kind of watch using a quartz movement. They had researched this technology and believed it was superior in accuracy and cheaper to make. This idea was dismissed by the leaders of the company because they felt it was a cheap imitation and would never catch on with the public. Eventually the inventors of this technology sold it to Japanese and American companies. Within a few years, the Swiss watch industry was on its knees. The Swiss could not compete with these companies and today only a small percentage of the world's watches are made in Switzerland.

- (4) **[3 minutes]** Define the terms stereotype and nontraditional occupation (Overhead CD 11.10). Have students record these in the glossary section of their  **Record Books** RB 20-21.
stereotype – To attribute behaviors, abilities, interests, values, etc. to a person or group of people on the basis of their gender, race, age, or other generalized characteristics.
nontraditional occupation – Fewer than 25% of the workers in the occupation are of one gender.
- (5) **[5 minutes]** It is important to make a conscious effort to overcome stereotypes. Failure to do this can lead to some serious problems. For example, one stereotype is that women do not need to prepare for a career because they will be supported by the men in their lives. Let's examine that stereotype more closely for a few minutes. Ask ten girls to stand up and do the following activity:
Each of these girls represents ten percent of the women in America today.
- How many of them will be married throughout their adult lives to a person who makes less than \$20,000 and be forced to work outside the home to help support the family? (Answer: approximately 40% - have 4 girls sit down.)
 - How many of them will divorce and be forced to act as a single parent for the majority of their adult lives? (Answer: approximately 30% - have 3 girls sit down.)
 - How many of them will support their families for a significant period of time because their husbands either die or become disabled? (Answer: approximately 10% - have 1 girl sit down.)
 - How many of them will never marry and will work their entire adult lives to support themselves? (Answer: approximately 10% - have 1 girl sit down.)
 - We have one girl left standing. What does she represent? (Answer: the approximate 10% of women in America who marry and never work outside the home.)

With this in mind, why is it so misleading for girls to believe the stereotype that they will be supported by the men in their lives?

- (6) **[5 minutes]** One of the greatest results of overcoming stereotypes is the fact that we are free to take whichever classes we are interested in and go into whatever occupations we feel would be best for us. The day before this lesson you may want to select several male students to act out the following roles of Billy (our hero), Ted (the student worker at the library) and Uncle Ralph (Billy's very traditional uncle). Or you may have one male student come forward and begin reading the following narrative: (Tip: This works well when acted out with props. It's much more fun.)

Billy's Discovery

Billy Smith is thirteen years old and has lots of responsibilities. He has to clean, iron, straighten the house, and baby-sit his eight-year-old brother, Joe, and his five-year-old sister, Kelli, while his mother is at work. He used to hate it when he had to cook for his family, but lately he has made a discovery. **He really enjoys cooking!** (Have Billy begin putting on the props as you continue.)

Billy can't believe it! He used to hate cooking. But now, he not only enjoys cooking but also gets plenty of compliments from his mom and relatives. Even Joe and Kelli look forward to his meals! The only problem is with Uncle Ralph, age 55. Uncle Ralph just isn't comfortable with the way things are today. He laughs if he sees a female letter carrier, highway worker, or truck driver and he just can't get used to the idea of a man doing what he thinks of as women's work.

One day, Uncle Ralph stopped by Billy's house to borrow a tool. He found Billy in the kitchen wearing an apron, mixing up a batch of chocolate chip cookies. When he asked Billy why he wasn't out playing ball with the guys like he used to do in his day, Billy responded by listing the chores he had to do before his mom got home – namely cleaning the house and baby-sitting Kelli. Uncle Ralph waited around long enough to eat several cookies while he was teasing Billy.

When Billy decided that he wanted to try some new recipes, he went to the library to get help. He went to the information counter and asked where to find the cookbooks. Ted, a high school boy who worked at the library, thought Billy was joking, and suggested that Billy's mother should have written down what she wanted. When Billy explained that the books were for him, Ted did his best to make Billy feel stupid.

Billy also had trouble when he decided to take some cooking classes at school. His mom was really supportive and encouraged him. However, when he went to see his advisor, Mr. Thomas, and explained his new interest in cooking, he was met with disapproval. Mr. Thomas did his best to discourage Billy.

Ask the students how they would have responded to these people if they were in Billy's position. Emphasize that an appropriate response to the advisor might have been, "Of course I want to take a cooking class. Why not?"

So What? What will the student learn as a result of participation in this activity?

[5 minutes] As we examine our thinking patterns, it is important to identify the stereotypes we hold and to try to become more open-minded. This is especially important as we explore education and occupation information and plan for the future. When we encounter new kinds of people or learn about new ideas in these areas, there are several ways we can react. Ask the students: "When you encounter new people or new ideas that differ from your expectation, which of the following describes your usual reaction (Overhead 11.11):

Rejection: to refuse to accept, acknowledge, or believe.

Tolerance: to allow something to exist without trying to stop it.

Acceptance: to agree with or regard something as normal.

Respect: to consider worthy of high regard or honor.

Now What? What can the student do with this new information with regard to career development?

[2 minutes] Discuss the importance of having an open mind as we explore ourselves and the world of work. As you do activities in TLC, and especially as you go into the *Career Futures* program to learn about occupations, be willing to select the occupations you explore according to your genuine interests and abilities, rather than stereotypes. **Star Data Command Poster Warning:** Refer the students to: *Force Field ahead. Stereotyping may slow progress.*

Home-link: Suggest that students discuss stereotypes with their parents. They should discuss how stereotypes have changed and how they have remained the same during the past few years. Together they should brainstorm and list 5 nontraditional occupations for men and 5 for women.

*The "Guess Who's Working" poster sets were made available to each school. For more information, contact the Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111.

Teacher's Answer Key

NAME: _____ PERIOD: _____

GUESS WHO'S WORKING?

Instructions: Match up the occupation that you think belongs to each person shown in the posters by writing the number of the picture by the occupation.

_____ Registered Nurse
_____ Machinist
_____ Elementary School Teacher
_____ Police Officer
_____ Automobile Mechanic
_____ Dental Hygienist
_____ Fire Fighter
_____ Airplane Pilot
_____ Security Guard
_____ Hair Salon Owner

10 - _____ = _____
Possible Correct Number Number
 Missed Correct

GUESS WHO'S WORKING? KEY

6 Registered Nurse
3 Machinist
8 Elementary School Teacher
7 Police Officer
4 Automobile Mechanic
1 Dental Hygienist
5 Fire Fighter
9 Airplane Pilot
2 Security Guard
10 Hair Salon Owner

Arithmetic Test

In the following simple arithmetic problems, a plus (+) sign means to multiply, a divide (\div) sign means to add, a minus (-) sign means to divide, and a times (x) sign means to subtract. Complete the problems following these directions.

$8 + 2 =$

$9 + 1 =$

$14 - 7 =$

$4 \times 3 =$

$6 - 2 =$

$6 \times 5 =$

$9 - 3 =$

$7 \times 4 =$

$8 + 3 =$

$4 + 4 =$

$8 - 4 =$

$7 \times 2 =$

$12 \times 2 =$

$20 - 10 =$

$9 + 2 =$

$9 \div 1 =$

$5 + 6 =$

$8 - 4 =$

$2 \times 1 =$

$10 - 5 =$

$9 + 6 =$

$12 + 2 =$

$6 \div 6 =$

$1 \div 1 =$

$8 + 5 =$

$6 + 6 =$

$8 \times 7 =$

$17 \times 2 =$

$14 \div 7 =$

$13 - 1 =$

$16 - 4 =$

$8 \times 2 =$

$9 \div 9 =$

$6 \div 2 =$

$8 + 4 =$

$10 - 2 =$

$8 - 4 =$

$6 + 7 =$

$4 - 1 =$

$18 - 3 =$

$8 + 2 =$

$15 \times 3 =$

(Source: Games Trainers Play by John W. Newstrom and Edward E. Scannell, p. 201)
Adapted from the MECCA training

Arithmetic Test

In the following simple arithmetic problems, a plus (+) sign means to multiply, a divide (÷) sign means to add, a minus (-) sign means to divide, and a times (x) sign means to subtract. Complete the problems following these directions.

$8 + 2 = 16$

$9 + 1 = 9$

$14 - 7 = 2$

$4 \times 3 = 1$

$6 - 2 = 3$

$6 \times 5 = 1$

$9 - 3 = 3$

$7 \times 4 = 3$

$8 + 3 = 24$

$4 + 4 = 16$

$8 - 4 = 2$

$7 \times 2 = 5$

$12 \times 2 = 10$

$20 - 10 = 2$

$9 + 2 = 18$

$9 \div 1 = 10$

$5 + 6 = 30$

$8 - 4 = 2$

$2 \times 1 = 1$

$10 - 5 = 2$

$9 + 6 = 54$

$12 + 2 = 24$

$6 \div 6 = 12$

$1 \div 1 = 2$

$8 + 5 = 40$

$6 + 6 = 36$

$8 \times 7 = 1$

$17 \times 2 = 15$

$14 \div 7 = 21$

$13 - 1 = 13$

$16 - 4 = 4$

$8 \times 2 = 6$

$9 \div 9 = 18$

$6 \div 2 = 8$

$8 + 4 = 32$

$10 - 2 = 5$

$8 - 4 = 2$

$6 + 7 = 42$

$4 - 1 = 4$

$18 - 3 = 6$

$8 + 2 = 16$

$15 \times 3 = 12$

Resource Materials

When participants have worked the arithmetic test for about 3-5 minutes, have them stop and ask the following questions:

1. Who did all the plus (+) problems first?
2. Why did you do all the + problems first?
3. Who did each problem in order, going back and forth between the instructions and the problems?
4. Why did you go back and forth?

This is a quick example of a paradigm shift - a revolutionary way of thinking about old problems. It is a new insight, an alternative explanation, or discovery which revolutionizes our understanding. We're not suggesting that we change around the arithmetic symbols. In real life, unfreezing perceptions or paradigm shifting opens ways of problem solving by coming up with a different set of rules and regulations that may have been unavailable earlier.

Doing the problems in order was the way we were taught in school. Those who did the multiplication (the ones with the \times sign) problems all the way through were shifting to a new way that let them go faster.

(Source: Games Trainers Play, John W. Newstrom and Edward E. Scannell, p. 201)

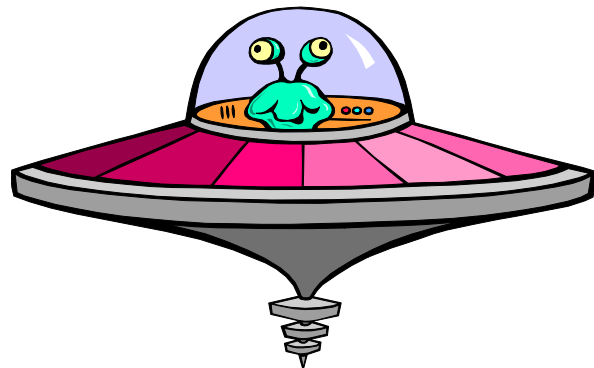
Adapted from the MECCA training

Stereotype:

To attribute behaviors, abilities, interests, values, etc. to a person or group of people on the basis of gender, race, age, or other generalized characteristics.

Nontraditional occupation:

Fewer than 25% of the workers in the occupation are of one gender.



Rejection:

To refuse to accept, acknowledge, or believe.

Tolerance:

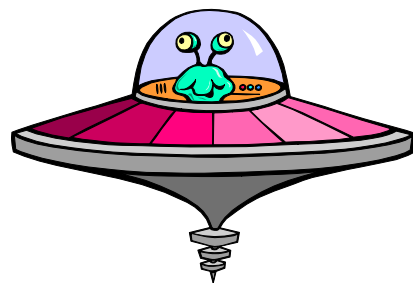
To allow something to exist without trying to stop it.

Acceptance:

To agree with or regard something as normal.

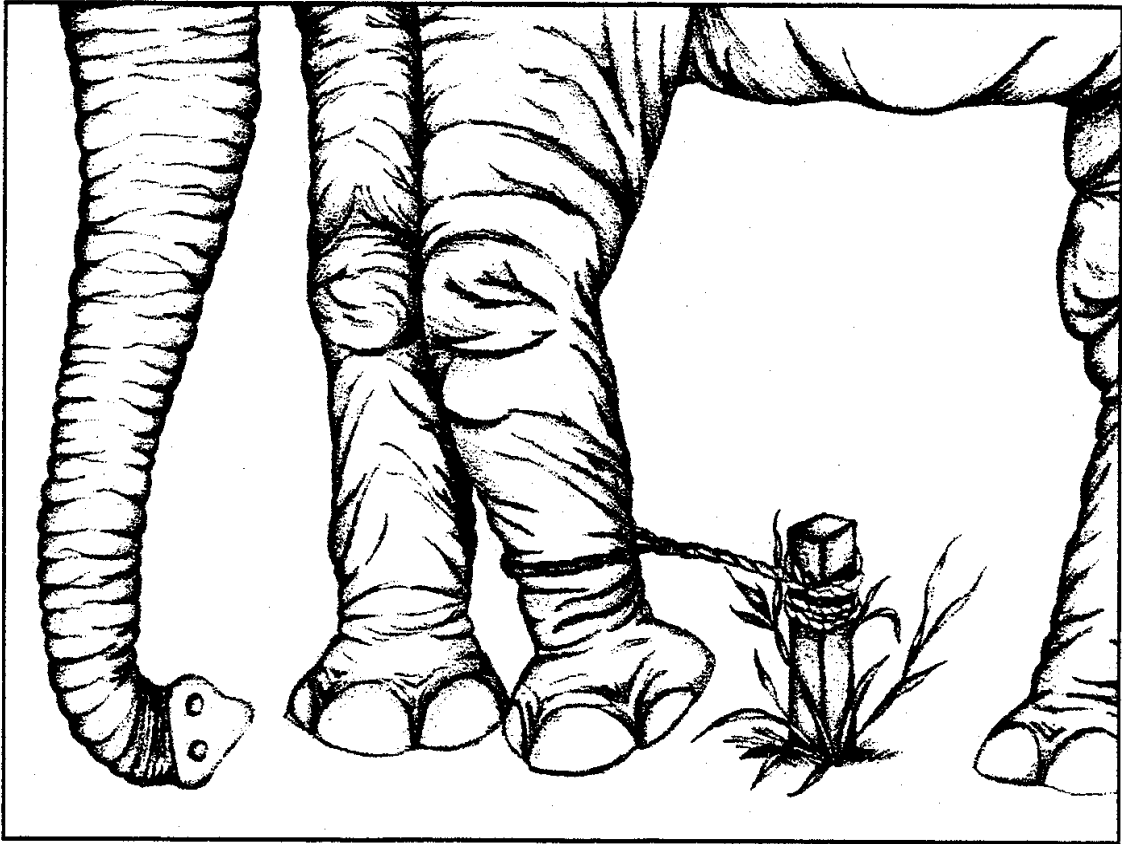
Respect:

To consider worthy of high regard or honor.



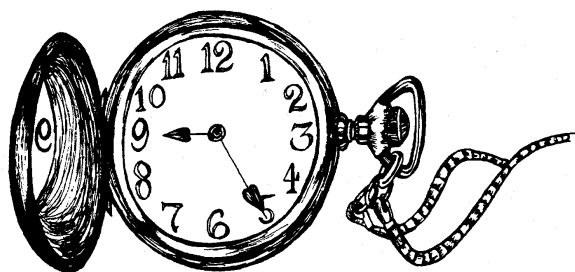


Graphic taken from MECCA overhead/handout.



Graphic taken from MECCA overhead/handout.

Business Examples



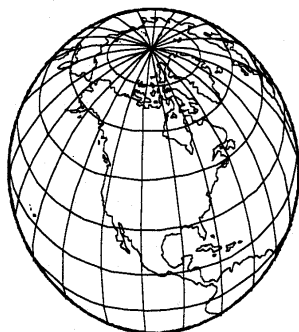
Resource Material

The Swiss Watch Market

A free market is constantly reinvigorated by freedom from mindset. The old paradigm of spring-wound timekeeping ultimately devastated the Swiss watch industry as the emerging paradigm of quartz-movement watches simultaneously exploded the Japanese watch industry. The Swiss themselves developed the new technology, but didn't think it was marketable, and didn't seek a patent. Their idea was taken and marketed successfully by Japanese and U.S. firms.

The Concept of Overnight Mail

What Federal Express did to overnight mail is another example of a paradigm shift. Naysayers said, "It's simply not possible to deliver something overnight." But Federal Express declared that it was possible and that they would do it every day, and do it perfectly. Now the paradigm has totally shifted. Today, the expectation – the norm – is, "If you can't do it overnight (whatever your business is), something must be wrong with you. FedEx does it all the time." What many considered impossible 15 or 20 years ago is now just the way it's done. (Source: Joel Barker, The Business of Paradigms.)



FEDEX®



NOTE to Trainer: Ask participants for other examples of educational practices that seem unlikely to change, before going on to other stories. As you process the examples, ask teachers to consider how these relate to equity practices in education.

*Taken from the MECCA Trainer's Guide